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PROCEEDINGS

OF THE

Annual Town Meeting,

IN

CLAREMONT,

HOLDEN

March 10th and 11th, 1863;

TOGETHER WITH THE

Financial Report,

AND THE

SCHOOL REPORTS.

PRESS OF THE CLAREMONT MANUFACTURING COMPANY,

E. L. GODDARD, Agent.

NEW HAMPSHIRE
STATE LIBRARY

PROCEEDINGS

OF THE

ANNUAL CONVENTION

OF

CLAREMONT

HOLDERS

MAY 10th and 11th, 1888

REPORT

FINANCIAL REPORT

AND THE

SCHOOL REPORTS

OF THE CLAREMONT WATERWORKS COMPANY

BY J. C. BROWN

PROCEEDINGS.

At a legal Town Meeting, duly notified and held at Claremont, in the County of Sullivan, on Tuesday, the 10th day of March, A. D. 1863, the following officers were chosen:

Moderator.

CHARLES M. BINGHAM.

Town Clerk.

THOMAS R. GOWDEY.

Selectmen.

WILLIAM E. TUTHERLY,
EDWIN W. TOLLES,
STEPHEN F. ROSSITER.

Representatives.

ROBERT F. LAWRENCE,
EDWARD W. WOODDELL,
ARNOLD BRIGGS,
WILLIAM P. AUSTIN.

Superintending School Committee.

WARREN F. EVANS.

Town Treasurer.

CHARLES M. BINGHAM.

Collector of Taxes.

DAVID F. TUTHERLY.

Constables.

Walter H. Smith,
Alfred Burrill,
George H. Abbott,
Henry L. Hubbard,
Horace A. Perry,
George W. Blodgett,
David F. Tutherly,
Jonas White.

Fence Viewers.

William F. Jones,
Franklin Norton,
Leonard P. Fisher.

Hog Reeves.

Fredrick A. Briggs,
William N. Smith,
Fredrick Jones,
Edwin Leet,
Russell Jarvis,
Thomas J. Harris,
Charles A. Fisher.

Pound Keeper.

Fredrick A. Henry.

Surveyors of Wood.

John W. Collins,
Matthew T. Town,
Joseph Osgood,
George W. Blodgett,
James P. Brewer,
Sumner Putnam,
Edward L. Goddard,
Daniel Burbee.

Sealer of Weights and Measures.

Jonathan Miner.

Sealer of Leather.

Russell W. Farwell.

Highway Surveyors.

James P. Brewer,
 Chester Benton,
 Henry Patten,
 Edward Ainsworth,
 Oliver Mace,
 Benjamin P. Walker,
 Laban Ainsworth,
 Prescott Putnam,
 Paschal Smith,
 Aaron Brown,
 William E. Tutherly,
 James P. Upham,
 Jonathan Densmore,
 Melvin Proctor,
 George H. Phillips,
 John Blodgett,
 Levi R. Chase,
 George Hunter,
 Nahum Piper,

William P. Bartlett,
 Solon C. Grannis,
 Robert R. Bunnell,
 Albert Rowell,
 Nehemiah Wilson,
 John Farrington,
 Bradford Grimes,
 George Bond,
 John H. Lewis,
 Patrick Lynch,
 Henry C. Cowles,
 Fredrick Clement.

Surveyor of Lumber.

William D. Morgan.

Auditors.

Lyman J. Brooks,
 Edward L. Goddard,
 James Goodwin.

VOTES FOR STATE AND COUNTY OFFICERS.*For Governor.*

Joseph A. Gilmore, 559
 Ira A. Eastman, 197
 Walter Harriman, 51
 Parker Pillsbury, 1

For Railroad Commissioner.

David H. Buffum, 558
 James S. Cheney, 201
 John Coughlin, 45

For Representative to Congress.

James W. Patterson, 578
 William Burns, 197

For Councillor.

Charles H. Eastman, 558
 Ansel Glover, 202

Farman F. Lane, 25
 Walter Charlton, 1

For Senator.

Amos F. Fiske, 569
 Jonas Livingston, 206
 Delivan D. Marsh, 23

For Treasurer.

Langdon Healy, 603
 Edmund Wheeler, 198

For Register of Deeds.

Henry D. Foster, 603
 Daniel H. Adams, 198

For County Commissioner.

William Clark, 603
 Jonathan H. Dickey, 195

APPOINTMENTS BY THE SELECTMEN.*For Chief Engineer.*

Moses R. Emerson.

Assistant Engineers.

Benjamin P. Gilman,
 Walter H. Smith,

George H. Stowell,
 Henry C. Cowles.

Overseer of the Poor.

William E. Tutherly.

Voted, To raise the amount required by law for the support of Schools the present year.

Voted, To raise eighteen hundred dollars in labor for the repairs of Highways and Bridges, reserving three hundred of the same for repairs of Roads in the Winter.

Voted, That the School money be divided fifty dollars to each District, and the remainder by the scholar.

Voted, To raise twenty-five hundred dollars for the Legal Expenses of the town the present year.

Voted, To appropriate one hundred and fifty dollars for Street Lights.

Voted, To accept the report of the Superintending School Committee.

Voted, To raise two thousand dollars to pay the indebtedness of the town.

Voted, That the Selectmen be authorized to borrow a sum of money on the credit of the town, not to exceed five thousand dollars, as it may be needed to aid the families of resident Volunteers.

Voted, To pay Firemen the same as last year.

Resolved, That the Selectmen pay David F. Tutherly, Collector of Taxes, one hundred dollars for his services for collecting all the Taxes of the town the current year.

Is it expedient to alter the Constitution? Yeas 7, Nays 56.

Voted, That the Selectmen be instructed to insert an Article in the Warrant for the next town meeting, in respect to repairing the Town House.

Voted, To appoint the three Selectmen a committee to designate who are entitled to aid as families of Soldiers, under the law; and Sumner Putnam, Agent, to pay out monies as such aid without remuneration.

Financial Report

FOR THE YEAR ENDING MARCH 6, 1863.

The Auditors of the Town beg leave respectfully to submit the following REPORT:—

The total valuation, including Polls, as assessed April, 1 1862, is \$ 2,000,000,00.

The rate of taxation the past year is 51 cts. on \$ 100 00 in money, and 9½ cts. in labor on highways.

The amount of Taxes assessed, as follows, viz:—

For State Tax,	1275 20
County Tax,	2253 89
Schools,	3688 00
Legal Expenses,	2000 00
To pay Debt,	500 00
Add about 4 9-10 per cent.	481 81
	———— 10 198 90
School House Tax in District No. 17,	
including Execution against said District,	10 77, 1308 66
School House Tax in District No. 5,	20 35
School House Tax in District No. 13,	157 02

RECEIPTS,

Or amount paid into Treasury, year ending March 7, 1863:

Balance in the Treasury, March 7, 1862,	274 23
Money borrowed of Sumner Putnam, April 2,	303 59
Money borrowed of Leonard Way, April 2,	1000 00
Money borrowed of John Town, April 21,	1000 00
Money borrowed of Richard Robinson, May 30,	500 00
T. B. Fletcher, for horse, June 6,	50 00
State Railroad Tax, 1857, June 21,	42 89
Literary Fund, June 21,	256 50
Money borrowed of the Claremont Bank, July 7,	650 00

County, on Pauper account, Sept. 3,	344 38
Money borrowed of William Clark, Sept. 6,	450 00
Mrs. Dan Rice, Circus License, Oct. 10,	30 00
Money borrowed of W. E. Tutherly, Nov. 3,	800 00
Money borrowed of Sullivan Savings Inst., Dec. 8,	656 50
Money borrowed of George G. Clark, Feb. 6,	425 00
County, on Pauper account, Feb 6,	274 48
Money of State, aiding Soldiers' families, Feb. 6,	4288 55
Collector's bill of Taxes, for 1862,	8166 61
School Land Rents,	56 57
Old Bridge Plank,	11 00
Money borrowed of C. W. Carey, March 6	500 00

\$ 20080 30

DISBURSEMENTS,

Or amount paid out of Treasury :

For repairing Highways and Bridges,	1239 82
Schooling,	3900 57
Ringling Bells and Sextons' services,	138 85
Support of Poor,	1092 16
Abatement of Taxes assessed in 1862,	114 57
Building School House in District No. 17, including	
Execution of R. W. Farwell,	1291 32
Building School House in District No 13,	165 01
Building School House in District No 5,	20 00
	<hr/>
	\$ 7962 30

Incidental Expenses.

P. C. Freeman, rent of Selectmen's Room,	25 00
Reuben Petty & F. Whitcomb, Watering Troughs	
\$ 3 00 each,	6 00
William Clark, expenses to Concord,	3 80
William E. Morgan's bill of Costs—Tracy L. Hall	
vs. John Smith,	2 09
John Lovell, land damage,	3 50
W. H. H. Allen's bill surveying Town Line,	2 50
J. W. Sanborn, damages awarded by Referees,	75 00
A. C. Dodge, wood for Town Hall,	8 75
Claremont Gas Co.,	146 70
Referees in Sanborn's case,	3 00
D. T. Chase, damages to horse on highway,	25 00
G. W. Merrifield, Tax-books, Stationery, &c.,	8 50
W. & T. N. Morse, repairs Stove at Town Hall,	10 63
T. Elliott, damages sustained on highway,	1 00

W. E. Tutherly, expenses at Concord, &c.,	14 65
C. H. Eastman, services as Police Justice, 1861,	7 00
Wm. Clark's expenses to Moultonborough,	10 01
Copies of Records at Dover,	9 40
L. B. Brown, table Town House,	3 50
Claremont Mfg. Co., printing 800 Town Reports,	19 00
" " " " Blanks, S. Putnam,	4 50
Record Book for Engine No. 3,	87
Blank Book, S. Putnam,	75
12 sheets paper for Town Warrants,	18
T. R. Gowdy's bill, Physicians Returns, &c.,	4 55
Colby & Brooks, legal advice, wood and lights for office,	9 50
Jonas White, board of Prisoners,	2 00
Putnam & Kimball, Street Light,	1 18
Thos. R. Gowdy, balance of pay, service as Town Agent,	65 45
John S. Walker, for printing,	5 75
Wm. Clark, for Government and Postage Stamps,	5 00
E. W. Tolles, expenses to Concord and Windsor,	5 91
	<hr/> 490 67

Cash paid Sumner Putnam, as Agent for Soldiers' Families.

March 17, 1862,	303 59	Oct. 7, 1862,	750 00
April 12, "	750 00	Nov. 6, "	700 00
May 10, "	600 00	Dec. 8, "	656 50
June 2, "	450 00	Jan. 6, 1863,	681 80
July 5, "	650 00	Feb. 7, "	585 00
Aug. 6, "	550 00	March 7, "	582 96
Sept. 8, "	635 00		
			<hr/> \$7894 85

Bounties paid to Soldiers by Selectmen, agreeably to vote of Town, passed Sept. 17, 1862.

George E. Rowell,	100 00	John G. P. Putnam,	100 00
Chester Grinnell,	100 00	George H. Stowell,	100 00
Levi Johnson,	100 00	Leander Harriman,	100 00
R. M. Neal,	100 00	Levi Leet,	100 00
Artemus M. Lewis,	100 00	Frederick L. Barker,	100 00
George A. Newton,	100 00	Patrick Hoban	100 00
Charles Carroll,	100 00	Oliver P. Gillingham,	100 00
Sanford Colburn,	100 00	Alexander Gardiner,	100 00
Tracy L. Hall,	100 00	Charles D. Robinson,	100 00
Henry S. Paull,	100 00	Chester M. Sprague,	100 00
Henry V. Freeman,	100 00	Martin V. B. Hurly,	100 00
			<hr/> \$2200 00

**Bounties to Soldiers paid by Selectmen, agreeably to vote,
passed Aug. 7, 1862.**

George W. Currier,	50 00	Charles Murphy,	50 00
George L. Wakefield,	50 00	Harris Dorsett,	50 00
Samuel C. Towne,	50 00	George W. Kenson,	50 00
Amos F. Bradford,	50 00	Ai R. Short,	50 00
Lorenzo M. Upham,	50 00	Frank Nevers,	50 00
James P. Bascom,	50 00	John H. Ruggy,	50 00
Lyman N. Sargent,	50 00	Horace Bolio,	50 00
Harvey H. Sargent,	50 00	Josiah S. Brown,	50 00
Charles B. Marvin,	50 00	Ralph N. Brown,	50 00
William D. Rice,	50 00	William H. Hadley,	50 00
Charles B. Mann,	50 00	John Bowler,	50 00
Nathan Harris,	50 00	Daniel S. Alexander,	50 00
Newell T. Dutton,	50 00	Henry S. Silsby,	50 00
George W. Russell,	50 00		

\$1350 00

Town Officers.

Paid, as follows:

H. Dean, services as Selectman,	9 00
Walter H. Smith, services as Constable,	4 75
C. C. Church, Superintending School Committee in District No. 17, 1861,	6 00
T. R. Gowdy, services as Town Clerk,	47 60
C. M. Bingham, services as Town Treasurer,	30 00
James Bradley, services as Collector of Taxes,	100 00
William Clark, services as Selectman,	105 75
William E. Tutherly, services as Selectman,	104 25
Edwin E. Tolles,	89 25
William Clark, services drawing orders, and copy- ing Invoices,	20 00
C. C. Church, Sup. School Comm., bal. by vote of Town,	13 50
Jonas White, services as Constable,	9 00
George H. Abbott, services as Constable,	2 00
A. Dickinson, services as Auditor, 1860, 1862,	8 00
E. L. Goddard, services as Auditor, 1860, 1862,	6 00
J. Goodwin, services as Auditor, 1859, '60, '61, '62,	15 00
	570 10

Fire Department.

Engine-men for services in 1861,	360 00
William A. Corey, Steward's bill,	9 32
Hook & Ladder Co.,	40 00
Wakefield Cook, Steward's bill,	6 50
Button & Blake, for Couplings,	120 75
J. E. Bowen, repairs on Hose,	11 75
Henry Fitch, cover of Hydrant,	13 82

B. P. Gilman, putting on Couplings,	9 00
For 11 Fire Buckets,	11 00
M. R. Emerson, services as Chief Engineer,	5 00
S. S. Rand, and sundry other bills,	25 56
	<hr/> 612 70

PUBLIC SCHOOLS.

Amount of money raised by law,	3188 00
By vote of Town in addition,	500 00
Literary fund from State,	256 50
Rent of School Lands,	56 57
Railroad Tax,	14 50
	<hr/> 4015 57
Deduct for Sup. School Committee,	115 00
	<hr/> \$3900 57

Which is divided \$50 00 to each district, and the remainder by the scholar—which gives about 2 51½ to each scholar:—

District.	No. Scholars.	Am't.	District.	No. Scholars.	Am't
1	278	748 68	11	40	150 53
2	44	160 59	12	15	87 70
3	32	130 42	13	19	97 76
4	55	188 23	14	24	110 32
5	37	142 99	15	124	361 63
6	22	105 30	16	16	90 21
7	38	145 51	17	293	786 38
8	27	117 86	18	46	165 61
9	40	150 53	19	15	87 70
10	19	72 62			

TOWN FARM.

Cost of supporting the Poor :

Am't of property at Town Farm, March, 1862, 1896	11
Am't due from County, for support of Poor,	42 50
Paid Bradford Grimes' salary,	280 00
Selectmen to aid poor not on farm,	291 80
Interest on valuation of farm,	120 00
Wm. Clark, Overseer of Poor,	25 00
Paid B. Grimes, to aid poor not on farm,	495 36
	<hr/> 3150 77

Cr. as follows :

Am't received for County Paupers,	618 86
due from County,	47 50
T. B. Fletcher for Horse,	50 00
Personal Property at Farm, March, 1863,	2153 18
	<hr/> 2869 54
Cost of supporting the poor,	<hr/> 281 23

LIQUOR AGENT'S REPORT, FOR YEAR ENDING MARCH 1, 1863.

Amount of Liquor on hand, March 1, 1863, at cost,	255 57
Amount of Liquor on hand, March 1, 1862,	187 35
Received from Town,	65 25
	<hr/> 252 60
Net gain to the Town, of	\$2 97
Amount rec'd for sales of Liquors and Casks, from March, 1862, to March, 1863,	1064 87
Amount received from Town, for balance of Agent's Salary,	65 25
	<hr/> 1130 12
Amount paid for Liquors,	880 12
Amount paid for Agent's Salary,	250 00
	<hr/> 1130 12

LIABILITIES.

Amount due from the Town for money borrowed,	11681 50
Deduct am't due from County on Pauper account,	47 50
Balance in the Treasury,	364 53
Balance in S. Putnam's hands, as Agent for Soldiers Aid,	20 22
	<hr/> 432 25
Indebtedness of the Town,	\$ 11249 25

Of this sum the Town have a claim upon the State, for about \$5800 00 for aid to the families of Volunteers, the remainder was paid, as follows: \$3550 00 for bounties to Soldiers; 834 54 to Soldiers' families, not allowed by State; the balance for repairs on bridges and interest on debts of Town.

The Town having appropriated the Literary Fund, now amounting to \$5888 19, and the proceeds of the School Lands, amounting to \$2 120 71, is justly liable for the annual interest, for the purposes of schooling.

E. L. GODDARD,	}	<i>Auditors:</i>
AURELIUS DICKINSON,		
JAMES GOODWIN.		

Chief Engineer's Report.

The effective apparatus of the Fire Department consists of two first-class Engines, and one smaller one. A Hydrant located near Bailey's Block, operated by the power of the Monadnock Mills, and capable of supplying four lines of hose with water.

(We have 1400 feet good quality and 350 feet poorer quality of Leading Hose, not including the hose belonging to the small engine.

One Hose Carriage for each engine, and one expressly for the hydrant service. One Hook and Ladder Carriage nearly new, with Hooks and Ladders sufficient for present wants.

Serious difficulties have heretofore arisen on account of the difference in the size of the hose, and the firemen have in consequence found it impossible at all times to make connections promptly, thus seriously retarding operations at a fire. This difficulty no longer exists; new perfect fitting Couplings having been put on—the past year—to all the hose belonging to the two large engines, and hydrant. We now have a uniform coupling for the whole line of nearly 1500 feet of leading hose. The old couplings—taken off—have not been disposed of.

We have six capacious Reservoirs, located as follows: One on Broad St., near G. N. Farwell's, one at the junction of Middle and Summer Sts., near Edwin Ainsworth's, one on Pleasant St., near the Congregational Meeting House, one on Sullivan St., near P. C. Freeman's, one on the Terrace, and one on Dexter Hill, near Reuben Shepherdson's. These Reservoirs are thoroughly constructed, most of them nearly full of water, and are all in good repair, except the one on Sullivan St., which was slightly damaged at the last fire.

Two fires have occurred during the year. The Department promptly reported itself on the ground in both cases; and although, in the first instance, adverse circumstances, partly by reason before stated, in making connections—the old coupling being at that time in use,—controlled to some extent events and consequent results, yet the prompt action of the firemen, although not successful in saving the main building entire, prevented no doubt a large conflagration.

In the second instance, the fire had made considerable progress before an alarm was given, yet by the energetic action of Nos. 3 and 4 it was very soon extinguished. At both fires No. 1 Engine—"Independent company"—rendered valuable aid. The sale of whatever interest the town may have in the engine and other property connected with the same on the north side of the river and the proceeds applied to the purchase of more hose and buckets, for use of No. 1, is recommended.

By vote of the town the Chief Engineer was empowered to appoint twelve men to constitute a Hook and Ladder Company, each man to receive two dollars per year for their services. Considerable effort was made to form such a company, but without success.

The expenses of the Department the past year are as follows:—Amount paid for new Couplings and fitting, \$131.67; repairs on Engines, Hose, and Hydrant, \$31.14; Buckets for No. 1, \$11.00; incidental expenses, &c., \$23.07,—making \$196.88; to which is to be added the amount that will be due the Firemen April 1st, 1863, say, \$320.00. Whole expensed for the year, \$516.88.

I have the assurance of the Foremen of Companies attached to Engines Nos. 3 and 4, that their machines, and appurtenances, are in complete order. The same is true in regard to the Hydrant.

A glance at the capabilities of the Department will, I think, satisfy one that it can be fully relied upon in any emergency.

Respectfully submitted,

M. R. EMERSON,

CLAREMONT, March 9th, 1863.

Chief Engineer.

REPORT

OF THE

School Committee of the Town of Claremont, FOR THE YEAR 1863.

"EDUCATE THE PEOPLE."

To the Voters of Claremont:

GENTLEMEN:—In accordance with a Statute of the State, it becomes my duty to make a detailed report of the schools in my supervision, with such suggestions and general remarks as may seem appropriate. I therefore ask to submit the following Report:

On entering upon the duties of Superintendent, nothing could give greater satisfaction than to know every citizen rightly understood the importance of a thorough and practical education.

Many of us can remember the time when it was thought that reading and writing for girls, and reading, writing and cyphering for boys, was all the education really essential to the great mass of our people. It was not thought that the legitimate work of our Public Schools should be the development of the *bodies* and *minds* of our children. We rejoice that such views are in the past, and that to-day the real object of our schools is the development of the body in its beauty and symmetrical proportions, and the mind in its strength and purity of moral and intellectual excellence.

Children are born weak, undeveloped in body or mind, to be cultivated and fitted for positions of usefulness in the world. And much of this work in a Republic like ours is to be accomplished through our Common School System of Instruction.

What, then, ought to be the system of our schools? This, above everything else, is the question I design to impress in the present report. For this purpose I have taken the liberty of digressing somewhat from the usual method of giving a detailed account of every school.

I trust it needs no argument to convince you that our schools are not what they ought to be. But where lies the difficulty? I am unwilling to allow it is with our teachers, our Prudential Committees, or the earnest desire of the parents and friends for the highest good of the children. Neither is it in a niggardly disposition to withhold money on the part of our citizens, for the purpose of educational purposes.

I can assure you, by years of practical experience, the difficulty lies in the want of a *better practical system of public instruction*. "Never," said one of our distinguished statesmen a few years since, "*never was a reformation more imperatively demanded by every interest and by every duty than in our Common Schools*." How many times have I realized this truth the past year as I have witnessed the inefficiency of our school system. "Our Common Schools are as yet only the rudiments of an institution destined to mold anew the character, to create anew the fortunes of the nations. He who measures their influence, starts back in astonishment at the magnitude of the results already realized. He who considers what their influence ought to be, is no less astonished at the waste of our means, and the neglect of our resources. I hesitate not to declare my undoubted conviction that throughout New England we do not reap one *tenth* part of the harvest of benefits which our schools are capable of yielding us. I know, and I pledge my reputation upon it, that a boy twelve years old, and of average capacity, can be taught more of useful knowledge, better business habits, and better intellectual and moral habits, in two years than our children ordinarily acquire between the ages of four and sixteen. What a fearful treasure of talent wasted, time misspent, a people's best energies dormant, and none to awaken them."* Now if such is the condition of things in our educational interests, and I am sure it is, then why not apply to them the same progressive elements as in other and lesser important matters? Is the culture and development of the human soul of less consequence than the improvement of a railroad or a highway? If we are willing to use the utmost exertions in systematizing methods for the accomplishment of worldly objects, how much more ought we to labor to systematize that which will influence in the coming cycles of the future.

It is on such grounds we appeal to you, citizens of Claremont, for a better system of public education. The time demands it. We had better deny ourselves of any other want, and suffer in any other department, than in this which denies the next generation the highest advantages of cultivated minds throughout the mass of the people. Our republican institutions can be maintained and perpetuated only as the mass of our people are enlightened. Ignorance is the foundation of *Despotisms*, but education of *Democratic Republics*.

* Hon. Robert Rantoul, jr.

The wisdom of our Common School Education can be questioned by none who are loyal to the principles of our government.

It is that for which all are willing to bestow money in purchasing land, erecting houses and securing the services of the best teachers.

It has been said, "a statue is hidden in every block of marble," though it needs the chisel of the artist to bring it out and present it to view. So may we say there is a germ in every mind, for a true man or woman, though needing a rigid system of mental and moral culture to develop it to the world.

Our present system is not one that works in harmony, for it has divisions and subdivisions which work not well together. The fact that the *appointing* and *qualifying* powers of teachers is vested in two distinct classes of men is a vast detriment to the highest good of our schools. Neither can act *independent* of the other, and yet they try to, though not generally in a bad spirit. Neither can we hold the one accountable for the errors of the other. All schools, at least in a village like ours containing a thousand scholars, should be under the supervision of one power, having the authority to *appoint* and *qualify* its teachers and regulate its scholars.

But instead of this we are divided and sub-divided into nearly half a score of little republics, each independent of the other, with little or no interest in each other, as to the common good of all. Thus we are to-day acting on the principle of independent States, not that of a Federal Republic; and I seriously question whether it would not be better to *secede from ourselves*, and become *united* with others. In a town like this we believe there should be some system by which some competent person should be placed in charge of all the schools, having power to select his teachers, to qualify them, and arrange them as he pleases, change them when he sees the good of any school requires, see to all the houses, repairs, their apparatus, &c., &c., &c., that he should either directly or through a Board of Education the town may see fit to select, be responsible to the town for the schools in every respect.

We should expect no system perfect or free from all friction, and yet it should be the object of the true artisan, to apply that machine which has the greatest power with the least friction.

But occasionally we meet with those who do not believe our school system can be improved. And sometimes it is said our schools are not as good now as when our grandfathers learned with their slates and pencils, though they might have had a psalm-book, seventy-five years ago. That there was *often* a greater desire to learn then than now. I do not believe it is true, for we have had true and faithful seekers after knowledge in age, and we have them now here in Claremont.

Our schools have improved, our system has improved, our methods of instruction have improved. Our teachers have improved, and they want only the co-operation of parents and friends of education, in order to become more earnest in their profession, and bestow thereby greater good upon the rising generations. I ask, shall they not have it?

It is our duty to watch our schools with care, observe every need, remove every impediment, and render them that support so essential to their usefulness, that we may leave them in the hands our successors better, and more prosperous, than they were committed to our care.

There is no greater channel in which to do good or evil than that presented in our system of general and universal education. Whatever method is adopted, should, for the time at least, be accepted in *good feeling*, with *kindly wishes* and the *cordial co-operation* of all concerned.

The poor widow upon whom depends the education of her children, may do more to the community by visiting the school and throwing the enthusiasm of her soul into the efforts that the teacher and scholars are making, than the richest man who pays grudgingly his tax, and denounces every want essential to the further progress of the school. It is too common that those who pass judgment upon our schools—who deplore the efforts of others—disclaim against teachers, denounce committees, are persons who never or seldom enter the school room, or if so, have no words of encouragement to teachers or pupils.

But our schools are *progressing*, and a person might as well say the rail car is no better method of public conveyance than the ancient mail-wagon, as to declare our schools are no better than those of our fathers. As news is conveyed quicker by telegraph than formerly by the courier or horseback, so do our better experienced teachers, under our improved systems, convey quicker a greater amount of knowledge. Let us see to it that we deprive not ourselves of these advantages.

It is not more money that we want, but a system by which it may be more judiciously expended. There is money enough paid annually by the people of Claremont, to give us the best system of schools in New England, and *open them to every child in town*.

I will now endeavor to point out some of our more special needs, and which a better system would give us.

PRIMARY SCHOOLS.

These are the beginning of all our schools and should claim our first and highest attention. If we have a system that fails in these it will fail everywhere. These schools require the most experienced teachers, and inexperienced ones should never be allowed to enter them under any considerations. In these schools the child receives its first and most lasting impressions. This is a matter not considered as it ought to be for the in-

terest of the rising generation. How many are passing through life constantly suffering because of the false stories and fictitious exaggerations made upon their minds while young and almost before any one was aware the mind was conscious of what was said. How important then that the first school impressions of the child be formed under the best teachers. At this time the child is not to learn so much by books and study as from the lips and character of the living teacher. The teacher is nearly the child's only book of study and its only reference. How natural does it appeal to the teacher as its only authority. This is the most important topic I shall bring before you, yet I cannot dwell upon it as it deserves, but I entreat you to remember the thought of the poet in the simple lines,

"A pebble in the streamlet scant
Has turned the course of many a river,—
A dewdrop on the infant plant
Has warped the giant oak forever."

HIGH SCHOOLS.

A great deficiency is felt in our system, in the want of a High School. It would make the lower schools vastly more thorough and thus bring them upon a better grade. It would save the necessity of sending out of town, at great expense, to fit for college, or receive a better education for the practical purposes of life. It is sad to contemplate the fact, that in an age like ours, we have a town of about twelve hundred children, and a pecuniary valuation of over \$2,000,000,00 and yet no school of a high order, in which they may fit themselves for the higher fields of labor. A High School established on true and permanent principles, is vastly superior to select schools and academies. These latter are detrimental to our public schools, and give not the thoroughness and discipline we need in mental training. Says Mr. Colby of St. Johnsbury, who stands at the head of one of the first academies in New England, and knows well their influence, they "are not in harmony and effective co-operation with our other educational institutions, either those above or below them." We believe that this is a fact of too great moment to remain unconsidered, and we hope the time is not far distant when money expended in such schools, shall be united in the tax of our public schools, and spent, under a more judicious system than now exists among us. As the prosperity and permanency of a Republic like ours, depends on the general intelligence of the masses, of both sexes, it becomes absolutely essential that our good schools should become public, and open to all, whether rich or poor. And in proportion as they become rightly encouraged and supported will they prove lasting blessings to all parties, yielding the most permanent benefits for the investments made in their behalf. I would urge, therefore, that some plan be sought out by which you may see among you a well established High School.

STUDIES.

Another important consideration is the studies to be taught and the method by which they are pursued. They can be regulated, however, only by a thorough system of instruction. One of the first and most erroneous evils in this direction, is our continual shifting of text books by every book agent who may please to call and make an exchange of books. A class of text books should be carefully selected and then rigidly adhered to for at least five years.

Some entertain ideas that their children are not learning much unless they are attending to the higher branches. In one or two instances this has been given as the reason on the part of the teacher why a more satisfactory examination had not been given to obtain the certificate. And this was given as though it were a sufficient excuse for the loss to our children of incompetent teachers. But such a course tends to diminish the absolute importance of the elementary branches which are the real basis of all knowledge.

A practical education depends not so much on what one studies as how he studies it. Our scholars manifest too little practical knowledge of the studies they learn, for though they often learn a great deal they know but little.

The Hon. Edward Everett once said, in speaking of the elements of education, "*These are the tools.* You can do much with them, but you are helpless without them. They are the foundation, and unless you begin with these, all your flashy attainments, a little natural philosophy, a little mental philosophy, a little physiology, and a little geology, and all the other *ologies* and *osophies*, are ostentatious rubbish." Our children are often hurried through their books with but a little knowledge of what they contain. They may learn the table for square measure, and yet be destitute of its practical application. In too many cases they are like the young lady whom I asked to apply the principle to the measurement of a load of wood, who replied, "it has never been my sphere to measure wood, sir." It is because of this that our college students are frequently our poorest teachers. Let *practical, living* teachers be the ones selected for your schools, and sustained at whatever cost. A six weeks term under a thorough practical teacher, is worth more than one of twelve or twenty under one of the opposite character.

In connection with studies I must not fail to call your attention to

REGULAR ATTENDANCE.

This is one of the main reasons of the inefficiency of our schools. There is certainly no cause under which they are suffering more. It not only throws away a large percentage of the money raised,* but detracts from the improvement of those present. Yesterday

* See Table. Some Districts have lost \$50,00 out of every \$100,00 raised.

John was absent fifteen minutes, a very brief time of course, but it was just the time the teacher was demonstrating some intricate principle in arithmetic, or algebra, or illustrating some theory of philosophy, or explaining some geographical question seldom understood. Now if John must have the benefit of the explanation to-day every scholar in school must in consequence lose just that amount of time which the teacher uses, and this *must be done*, or John loses the principle on which depends his knowledge of what remains to be studied. In every study much depends in one recitation on a thorough understanding of the preceding one. This compels the absent child to labor under difficulties not easily overcome. He goes to his recitation disheartened,—the teacher perhaps feels discouraged, the lesson is not well recited, not faithfully explained; and the result is likely to follow that John does not like his books, hates his teacher, and to-morrow we find him skating all day. In a few days he becomes tired of this manner of spending his time, and his parents persuade him to attend school, *though the teacher is not what they desire*, yet they think he may learn something that will benefit him in after-time.

With these persuasions he again enters school, but the class has made considerable progress, and he becomes more discouraged than before. He has less interest in the teacher, thinks he is more cross, far less social and does not treat him as well as when he left. In nine cases out of ten of this character I will venture to say *the whole trouble is with John*, and not a particle with the teacher. There are too many cases of this kind in this town. I could mention several cases in a single school, and that too not far from this Hall. Teachers are thus blamed, committees are blamed, but we have one answer, "*not guilty*." We deny that teachers and committees are generally in fault for the lack of interest on the part of parents and friends in our schools. See that your children are constant in their attendance, attend faithfully to the explanations of their teachers, have their recitations well committed, and each exercise would be pleasant and the school a source of profit and delight to every scholar.

TEACHERS.

The success of our schools depends so much upon the character and ability of the teachers that great care should be exercised in their selection. To remove an incompetent teacher is an unpleasant duty,—but to remove one of good moral and literary qualification, though he lack the *tact* for a successful teacher, is far more unpleasant. And here is the very point where our *appointing and qualifying* committees act not together. It has become a custom that a teacher engages a school before being examined, when it ought to be the reverse if the two powers are to be invested in two persons. Let this matter be changed and a far less number of incompetent teachers will apply for schools. There is no avocation of more importance. The ministerial does not surpass it. The teacher is making impressions on young and tender minds never to be effaced.—And yet we require less *practical training* for this responsible position than any other. The Minister must go through his three years course in the Theological School, the Doctor his three or four at the Medical College—the Lawyer must go through a long routine of office experience—the Mechanic must serve his time at the bench before he can be trusted to build a house, or construct a machine; and so we may go through with every department of earthly professions, and the teachers, the most important of all, is the only one where no practice and no training is deemed essential to entering upon its duties. How wrong thus to attempt to play with inexperienced hands, upon that "harp of a thousand strings," so delicately fashioned by omnipotent wisdom. And yet not a single Normal School in our State! I do not wonder our schools are no better.

EXAMINATION OF TEACHERS.

This is a matter that has not received the attention it deserves. You should demand that your teachers be thoroughly examined, and that too before the public. I find a few words in the April number of our State Journal of Education which are direct to the point. The writer says, "Our doctrine is that all candidates should be examined in a public manner. This is quite customary in other professions. Why should the teacher of a public school be an exception? The teacher who is too *nervous*, too *sensitive*, too *timid*, too *ignorant*, or too *anything*, to submit to a *public examination*, is not fit to attempt to manage a *public school* to which the *public* may have daily access.

MORALS.

There is no topic touching our schools which demands your attention more than the moral obligations. Our state and nation recognize this as paramount to all other considerations.

The statutes of our State enjoin,—"*It shall be the duty of all persons entrusted with or engaged in the instruction of the young, diligently to impress upon their minds the principles of piety and justice, a sacred regard to truth, love of country, humanity and benevolence; sobriety, industry and frugality; chastity, moderation and temperance; and all other virtues which are the ornament and support of human society, and to endeavor to lead them into a particular understanding of the tendency of all such virtues to preserve and perfect a republican form of government, to secure the blessings of liberty and to promote their future happiness, and the tendency of the opposite vices to degradation, ruin and slavery.*" Thus we see it was the first object of the farmers of our constitutional rights, to place our schools upon such a moral basis, as the primal necessity of all social existence depends. And upon a rigid compliance of this statute depend the true elevation of the

individual and the State. It is certainly as much binding on the teacher to teach, daily, *good morals*, as it is to teach *mathematics* or *geography* or *grammar*. Yet I have known parents who consider this but a secondary matter. Our registers show too generally this is the light in which the teachers also view it, for the column generally left blank is that of the *Department*. Every parent and teacher should feel that the standing of their school depends more upon the moral department than the mere literary attainment. Slanders, profaneness, lying, deception, vulgarity, and all other vices should receive the strictest attention and the severest penalties.

General Remarks.

There are many topics pertaining to the interests of our schools, I have not been able to mention, and have hardly done justice to those I have already named. There is no subject to which you are called to act to-day, which demands so much thought and deliberate action, as this concerning the culture and development of the children of this town. The future elevation or degradation of the town you to-day represent, will be in some respects influenced by the action you take in relation to your schools.

My remarks thus far have been on general subjects rather than personal, that I might awaken a deeper interest in the subject of universal education, and suggest the absolute necessity of a better system of regulated public schools.

The number of different teachers employed some portion of the year is forty-one, five of whom taught in No. 17, and of course not under the town committee. I feel it my duty, officially, to state, that in my opinion, No. 17, by securing to itself the rights of the Somersworth Act, has not only been induced to build the best houses, but has secured the best system, the best course of instruction, and obtained the best practical results. It is a great oversight that all the districts in the village and immediate vicinity, are not included under this Act, or one whereby we might gain greater good. No time should be lost in looking into this matter and adopting the best system.

Another matter of importance is the division of money among the several districts.—There is no justice in bestowing money upon village schools to be thrown away, while those out of the village are deprived of what they would properly expend. I find one of the richest districts in the village in one of its schools the past season has thrown away, on absence, *thirty per cent.*, or thirty dollars out of every hundred it has received; while one of the extreme districts of the town has spent in absence but *twelve per cent.* But this is not all, the former has received money on scholars who have not attended at all, perhaps to as great amount as the latter on all the scholars in the district. We do not hesitate to say this is *wrong and should be corrected*. We believe the money, after a certain sum set to each district, should be divided according to the *per cent.* of attendance in each district, and not according to the number of scholars. This would stimulate each school to obtain the highest per cent. of attendance.

I have visited the several schools as often as necessity required and circumstances would allow. I think, so far as my knowledge extends, our teachers have met with the usual success. Several of them have been young, and with but little experience, in their avocation. I do not propose to speak of the different schools and teachers separately.—I shall mention but a few. The summer term in the intermediate school in No. 1, was a failure. It was the opinion of your committee that the teacher undertook to accomplish too much without first securing the proper order.

The winter term in No. 14, was commenced by a male teacher who was obliged to leave at the end of two weeks, on account of ill health. The school was thus broken up for two or three weeks, when Miss Mary J. Sanborn was engaged and the school has been continued with success.

The Agent in No. 2, secured the services, for the winter term, of one of our very best of young men, in his moral and literary qualification, and yet I am sorry to say he was not even allowed to commence his school with the prospect of success. It really appeared that there were some in the district who were determined to break up the school and have the teacher turned out at all hazards. Your committee saw no good reason for removing the teacher, and the school was kept out, and at every visit of the committee it appeared as well as any school in town. A few *succeded*, but the *rebellion* subsided, and the teacher manifested a zeal and energy worthy a more cordial acceptance on the part of all. We are glad to feel he had the warm and cordial sympathy of far the larger portion of the district.

The most essential requisite wanting was the spirit of co-operation on the part of all at the commencement.

Were I to speak of the excellencies of our schools, I should find much to commend in our teachers, parents and scholars, in all our districts. I know several of your schools have enjoyed the advantages of superior teachers. Justice would seem to demand that I point them out, and bestow the credit they so justly deserve. I should trust however to your good judgment, to bestow credit to whom credit is due. Some of them you cannot afford to lose, and I trust you will early secure their services for the coming terms.

In the Grammar Department in No. 1, exercises in Calisthenics and Gymnastics have been introduced the past year to the great interest, and I believe profit to the school.

For the introduction of these exercises much credit is due to Mr. Smart, the active and energetic teacher of the school. In the course of the fall term we had an exhibition of these exercises in Perry's Hall, much to the pleasure of hundreds who attended. We

can but hope these exercises will be continued, not only in this but in other schools throughout the town. Rightly managed, we have no fears that it will detract from study, but rather that it will tend to greater advancement in all branches than would otherwise be attained.

I have but one remark further, and that pertains to the important office to which you elected me one year ago. In my opinion there is no office in the gift of the town so important, and upon which such issues depend, as upon him who has the care of your schools, and through them the influence, to no small degree, of the minds of your children.

This is my *first and last* report as your committee. This is not as it should be, for the office is of such a nature as requires to be filled several years by the same person, in order to reap the greatest profit.

In your selection, therefore, of my successor, the first object should be to ascertain his literary and moral qualification, and second to ascertain whether he is one you may retain for a series of years.

Hoping you will duly consider the various topics commended to your consideration, I return my sincere thanks for the respect you have shown me, and though hereafter I may not labor in this direction, be assured you will ever have my best wishes, and all the influence I can bestow for the highest good of the schools of Claremont. Keep constantly in mind the fact that if you would elevate the Common Schools, you must, independent of all other considerations, act in a vigorous and harmonious manner in sustaining these valuable institutions. Respectfully submitted,

CARLOS MARSTON,

Superintending School Committee of Claremont

REPORT

Of the Superintending School Committee of District No. 17.

In accordance with a well-established custom, and a requirement of law, the Superintending School Committee of District No. 17 submits to the town the following Report of the Schools in said district for the year ending March, 1863:

In presenting our Annual Report we feel justified in saying, that the schools the past year have been as prosperous as heretofore, and their internal condition has been steadily improving.

Of the teachers and pupils, and the work of instruction, we can generally report favorably and in some instances with high commendation.

We have had no unpleasant disturbances or bickerings to report, and in the schools where such things have been somewhat common in former years, the improvement has been remarkable.

It gives us great pleasure to notice the good order, wholesome discipline, and cheerful obedience to rules, which have generally prevailed, and also the kindly relations that have existed between teachers and scholars.

We have had three terms of school, consisting of thirty-two weeks. The Summer term commenced May 5th, and continued ten weeks. The number of scholars attending two weeks or more, was one hundred and fifty-five, and the average attendance one hundred and thirty-one.

A Fall term of ten weeks commenced August 18th. Whole number of scholars one hundred and fifty-three, with an average attendance of one hundred and twenty five.

The Winter term commenced Dec. 2d and continued twelve weeks. Number of scholars attending, one hundred and fifty-two, and an average attendance of one hundred and thirty.

We would here notice one feature in our schools which we regard a decided improvement upon the customs of former years. We refer to the permanency of teachers. Of the five different teachers employed during the past year, four were engaged in the same schools the previous year. It is a fact obvious to all that a teacher of the right stamp can profit a class of scholars much more a second term than the first. For, having learned the habits and dispositions of scholars, they can direct their efforts to a better purpose and produce much greater results.

As we had occasion to report in respect to the schools in this district last year, we shall offer but few remarks upon the standing and character of each school at the present time.

PRIMARY SCHOOLS.

The Primary School upon the Terrace has been under the care and instruction of Miss Mary E. Dimond, who taught the same last year; and we can bear testimony, as

in years past, to the *excellent* order, the *thorough instruction*, and *marked proficiency* of the pupils which characterize this school.

The Primary School on Pearl Street has appeared to be pleasant and happy, under the discipline and tuition of Miss Annie E. Bliss, who has conducted it for the last two years, to the general satisfaction of the district. Under her management the children are being well trained and prepared for the school next above in grade.

THE INTERMEDIATE SCHOOL.

This school comprises pupils of much variety in character and temperament, and requires on the part of the teacher a good share of disciplinary talent to govern it aright.—Miss Ellen Cooper, of Croydon, who taught this school the first two terms of last year, has had the charge of this department this year. By her earnest and persevering efforts a decided improvement has been made in the *order* of the school, and a good degree of progress in the studies pursued.

GRAMMAR SCHOOLS.

The Summer and Fall terms of this school were taught by Miss Mary A. Vaughn, of Taftsville, Vt. Miss Vaughn has been connected with this and the Intermediate School in the district for nearly three years. She secured the affection and confidence of her pupils, and has the happy faculty of inspiring them with a lively interest in the exercises of the school room.

The gentleman engaged to take charge of this department during the winter, having suddenly deceased, at the earnest solicitation of the Prudential Committee we consented to instruct this school during the winter; and we can say, with reference to the school, that in point of ability it is second to none in this town, and we think not to any in the County. It has not been our object to introduce things of a merely speculative character, but such points as would be useful and practical. And we have endeavored to lead our scholars to make direct application of the knowledge they acquired, so that they may be able to put it to real service in the actual business of life. Judging from the examinations of the several departments, we believe this point has been kept prominently in mind by all the teachers employed during the year.

General Remarks.

At the commencement of the Summer term we found it difficult to classify the scholars in the Intermediate and Primary schools as we desired, from the fact that if we promoted the first classes in the primary to the intermediate department it would make that very large and would leave the primary schools quite small; we therefore retained these classes in the primary department and allowed them to take the same studies they would have taken had they been promoted.

The scholars in the grammar and intermediate departments have given considerable attention to Map Drawing, and some of them have shown much skill in the accuracy and execution of their maps.

All the schools have practiced singing to some extent, and it has given a very pleasing variety to their exercises.

A good degree of interest has been manifested by some of the parents and citizens of the district, which has been shown by the frequent visits made by them to the schools, and their efforts to have their children constant and prompt in their attendance. If all would exert themselves as some have done in respect to this matter we should soon be *free from the two greatest evils* (tardiness and absence), connected with our present system. In all our experience in teaching we have never before received so much aid from a Prudential Committee as during the past year. We think the District were very fortunate in selecting Mr. Arnold Briggs to fill this important office. He has visited each school nearly once per week while in session, and the influence has been favorable both upon teachers and scholars.

If such committees could be secured in all our districts it would do much to enhance the interests of the schools.

District No. 17 has done much within the few years past to improve the condition and character of her schools; but an additional appropriation of a few dollars is very much needed for the purchase of Globes, Dictionaries and some additional Maps and Charts for the several school rooms. The Grammar School room is furnished with an excellent set of Outline Maps and Holbrook's Cubical Blocks.

The other school rooms in the district are almost entirely destitute of apparatus. We believe that a small appropriation for this purpose would be a good investment, and we hope that at the next annual meeting the district will act upon this matter.

In the conclusion of this Report we desire to express our acknowledgments for the co-operation we have experienced from the teachers of the several schools, and from the Prudential Committee, in the supervision and management of the department committed to our trust; and, for the future, to commend the important interests of our schools to the continued favor and support of our fellow citizens.

All which is respectfully submitted.

CHARLES C. CHURCH,

Superintending Committee in District No. 17.

STATISTICAL REPORT

OF THE

Schools in Claremont, for the year ending March, 1863.

PRUDENTIAL COMMITTEES.	Districts.	Terms. Summer and Winter.	TEACHERS.	Length in Weeks.	Boys.	Girls.	Number between 4 and 16.	Whole number.	Average Attendance.	Per cent. of Absence.	Visits.
M. R. EMERSON,	1	S	J. H. Smart,	22							
		W	" " "	10							
		S	H. M. Bond,	21	76	106		182	125	.68	393
E. JOHNSON,	2	W	M. D. Chellis,	11							
		S	C. M. Hendee,	23							
		S	E. S. Wightman,	14	17	24	25	41	25	.39	60
J. GRIMES,	3	W	Charles Carlton,	12							
		S	A. R. Knight,	13	19	15	31	34	21	.37	36
J. L. FARRINGTON,	4	W	L. B. Judkins,	13							
		S	H. J. Carlton,	12	31	12	37	43	24	.44	23
N. BANCROFT,	5	W	S. F. Smith,	16							
		S	L. M. Way,	12	19	11	21	30	19	.36	29
HENRY COLBY,	6	W	W. B. T. Smith,	12							
		S	C. Draper,	14	10	8	14	18	10	.43	23
DANIEL KENYON,	7	W	M. M. Sargent,	18							
		S	A. M. Dean,	12	18	28	43	46	23	.50	78
H. LONG,	8	W	S. F. Smart,	11							
		S	J. Newell	13	13	11	15	24	12	.50	41
JOHN M MANN,	9	W	G. F. Hubbard,	12							
		S	A. Dean,	12	16	21	30	37	27	.27	60
W. H. FORD,	10	W	S. B. Carlton.	11							
		S	B. Deming,	8	4	3	6	7	6	.17	20
T. N. COWLES,	11	W	L. A. Deming,	20							
		S	J. H. Jones,	8	20	10	22	30	15	.50	84
R. B. WHITMORE,	12	W	A. M. Dean,	10							
		S	C. M. Hunton,	12	6	10	16	16	10	.39	55
B. P. WALKER,	13	W	J. H. Jones,	13	6	5	7	11	10	.17	33
		S	G. P. Rossiter,	12							
W. P. BARTLETT,	14	W	M. J. Sanborn,	12	11	17	22	28	20	.30	87
		S	" " "	18							
C. H. EASTMAN,	15	W	P. L. Grow,	12							
		S	" " "								
		S	M. D. Chellis,		50	70	110	120	95	.20	69
ARNOLD BRIGGS,*	16	W	H. Dean,	12							
		S	O. B. Way,	15	11	3	5	14	10	.28	23
		W	C. Sargent,	100	109			209	133	.36	63
L. GILMORE,	19	S	H. M. Colby,	12	16	11	26	27	23	.18	
		W	M. Colby,	14							
		S	A. E. Gilmore,	11	12	7	16	19	10	.44	17
		W	" " "	12							

*See Report of District No. 17.